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ABSTRACT

Ninety-six English language annotations of newspaper articles and government publications about education in five North African countries are contained in this bibliography. Drawing from materials primarily published during 1975 through 1976, the bibliography examines all aspects of education in those countries. Organized by country, the bibliography contains material relating to philosophy and theory of education, bilingualism, educational organization, adult education, special education, teacher training, teaching methods, agricultural education, and religious education. The volume concludes with a list of authors and periodical sources. (JR)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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PREFACE

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily results from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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MAGHREB

Philosophy and theory of education

1. "A special resolution concerning a new strategy for developing education in Arab countries." Al Jihad, December 1, 1975, p. 7.

This article reports on a projected meeting of the Committee for Developing a New Educational Strategy for the Arab World to discuss the final recommendations to be submitted to the Conference of Arab Ministers of Education to meet in Cairo on December 27, 1975. The committee, composed of Arabe educational experts, was formed in accordance with a resolution passed by the conference when it met in Yemen in December 1973.

Arabization : Bilingualism

2. "La querelle du bilinguisme: arabe ou français?" (The quarrel over bilingualism: Arabic or French?). Jeune Afrique, no. 773, October 31, 1975, p. 59.

In order to affirm their cultural identity, numerous countries of the Third World recommended a return to national languages just after independence, but numerous problems arose. In the Maghreb, Arabic was the only language to be substituted for French, which simplified the problem, but there have nonetheless been numerous difficulties. Today Arabization has been accomplished in the primary schools, but French is used in teaching the scientific disciplines. In reality, the prolem is one of trilingualism rather than of bilingualism, if dialectal Arabic is taken into consideration, and the children are pulled between two languages with different structures. The rate of school abandonment is 30%, and the children of the less favored classes are the first victims.

It will not be possible to achieve Arabization in school and in the administrations until a new generation, taught entirely in Arabic, has taken the place of the old.

ALGERIA

Educational Organization

3. Martinez, René. "En Algérie l'école fondamentale polytechnique (E.F.P.)"
(In Algeria the fundamental polytechnical school (E.F.P.)).
El Harrach, Algiers, Revue: Pédagogie. June 1976, pp. 57 to 64.

Based on three cycles of three years each, the E.F.P. substitutes for the old primary and secondary system a teaching tending to cover the ages of the child's biological and psychological development:

- basic cycle, 6 to 9 years of age;
- cycle of awakening, from 9-10 years to 12-13 years;
- terminal or orientation cycle, from 13-14 years to 15-16 years.

The different cycles of the E.F.P. ensure a continuous training of the student. The methods recommended are centered on an active pedagogy which should favor the training of a scientific spirit. These works could be carried out from the kindergartens to the production workshops of the terminal cycle.

Educational organization - Higher education

4. "Ministère de l'enseignement supérieur et de la recherche scientifique" (The Ministry of Higher Education and Scientific Research). Journal Officiel de la République Algérienne.
(Official Gazette), October 24, 1975, p. 941.

This is the text of a decree of July 24, 1975, creating an institute of physical and sports education at the university of Constantine.

5. "Ministère de l'enseignement supérieur et de la recherche scientifique" (Ministry of Higher Education and Scientific Research). Journal Officiel de la République Algérienne (Official Gazette), November 21, 1975, p. 1004.

Decree no. 75-125 of November 12, 1975 defines the creation of a higher diploma in technology, and the organization of the studies schedules. The studies leading to this degree last for eight semesters, and include courses in the fundamental sciences, the applied sciences and technology.

Teacher training

6. "Ministère de la jeunesse et des sports" (Ministry of Youth and Sports). Journal Officiel de la République Algérienne (Official Gazette), October 7, 1975, p. 880.

Decree no. 75-116 of September 26, 1975, defines the organization and functioning of the National Center of Sports, created as a substitute for the National Physical Education and Sports Center of Algiers.

The purpose of the center's activity is to provide training and further training for higher-level staff in physical education and sports, especially physical education teachers and all employees of the ministry responsible for sports fulfilling functions of national technical director and national trainer at the disposal of the federations, inspectors and pedagogical counsellors for physical education and sports.

7. "Ministère de l'Enseignement Supérieur et de la Recherche Scientifique" (The Ministry of Higher Education and Scientific Research). Journal Officiel de la République Algérienne (Official Gazette), November 21, 1975, p. 1004.

Decree no. 75-126 of November 12, 1975, defines the creation of the diploma of "licencié" (approx. equivalent to bachelor) of teaching in educational sciences, the courses leading to which last six semesters.

LIBYA

Philosophy and theory of education

8. "The minister of education: Libya is engrossed in an educational revolution far removed from prejudice and tribal heresy, and emphasizes the objective value of documents concerning all civilizations." Al Jihad, October 12, 1975, pp. 1 & 7.

The article reports in the inauguration by the Libyan minister of education of the Third Regional Conference for Documentary Affairs. In his address, the minister emphasized the importance for all nations of documents. Contemporary man, he said, who longs for freedom, needs to know the history of humanity and its experiences. Objectivity and honesty are therefore of great importance in documentation, because of the influence of the latter in helping man to build his future. The minister also spoke of the role played by the Arab World, site of the development of the great ancient cultures, in conducting such studies.

9. "Illiteracy among women must be combatted starting from an Arab educational philosophy." Al Jihad, November 24, 1975, p. 2.

At the closing of a conference on Field-work training for Women's Leadership, the Libyan minister of education gave the final speech. In it he stressed the fact that literacy can, if misused, become a dangerous weapon. The efforts made to combat illiteracy among women must, he said, be based on an Arab, Islamic educational philosophy, so that once they are literate, women will not start blindly imitating their western counterparts, an act which would be intolerable in view of their Islamic culture.

10. "Dr. Sherif heads the Libyan delegation to the Conference of African Ministers of Education." Al Jihad, December 4, 1975, p. 4.

The Conference of African Ministers of Education, says this article, is to discuss the means of improving the educational level in Africa, and the exchange of experience and research in the field of education. The members of the conference are also to discuss the possibility of establishing an organization for arts and sciences in Africa, which would act as a coordinator among the African countries on issues concerning education.

Educational organization

11. "Nine new educational centers in Tobruk." Al Fajr-el-Jadid, October 21, 1975, p. 2.

In the fulfillment of the Libyan five-year plan, nine centers for public education have been established in various places in the region of Tobruk. Also in that region, three public libraries specifically for women are to be established.

Educational organization - Primary education

12. "Compulsory elementary school education for all children." Al Fajr-el-Jadid, October 11, 1975, pp. 1 & 2.

A law has been passed in Libya making education on the primary level compulsory for all children. Every parent or guardian is responsible for registering his child in school at the age of six, and is responsible for his regular attendance. The application of the law is to be complete within five years, the time required for providing sufficient services for its application. The text of the law is given on page 2 of the same newspaper.

13. "Debating the first thesis for the degree of Master of Arts in Libya." Al-Fajr-el-Jadid, November 6, 1975, p. 6.

The department of education at the University of Tripoli was the scene of the first debate on a thesis for a Master of Arts degree. The title of the thesis is "The extra-curricular activities preferred by primary school children." The debate lasted three hours. The author chose the field of school activities on the primary level because of the importance of extra-curricular activities in the development of children of that age. The study, which involved three years of research and covered 1500 students showed that only 55% of primary school children participate in such activities, and that the favorite activity was sports, while the favorite educational activity was the use of the school library.

14. "The construction of six elementary schools to cost 1.6 million dinars," Al Jihad, November 25, 1975, p. 1.

The Libyan Minister of Education has signed a contract involving approximately 1.6 million dinars for the construction of six elementary schools containing forty-eight classrooms and a teacher training school.

The schools are being built in an effort to meet the government's objective of creating an educated and conscientious individual.

15. "The election of Libya as secretary of the African Teachers' Organization." Al Jihad, December 10, 1975, p. 1.

Libya has, says this article, been selected secretary general of the African Teachers' Organization. The organization has passed a resolution for the use of one of four languages on the elementary school level throughout Africa. The languages are Arabic, Hausa, Swahili and Bantu.

Educational organization - Vocational Education

16. "Contract for building three technical colleges." Al Jihad, December 22, 1975, p. 1.

The Libyan Minister of Education has signed a contract for the building of three technical colleges, to cost approximately 7.5 million dinars. These colleges will graduate technicians, electricians, and mechanics who are to sustain the country's technical development and strengthen the economic and industrial bases of the country.

Educational organization - Higher Education

17. Kourawi, Ismail. "All about the University of Tripoli." Al Raii, November 1, 1975, p. 13.

This report is based on an interview with one of the high officials of the University of Tripoli.

A. Concerning preparations for the new academic year:

- The university recently contracted 74 professors from various foreign universities, in addition to 46 Libyan professors who have specialized abroad. The total number of university professors is now 703.
- Most of the required books are ready.
- Two buildings have been leased to serve as dormitories for the students.

B. Concerning the university's problems:

- There is a lack of suitable space, as many buildings are still under construction.

C. Concerning relations between the university and the community at large:

- The university aims at serving the community, and is therefore trying to assess its problems.
- A project is under study for an alumni club so that graduates can keep in touch with the university.

18. "The Minister of Education expresses the Revolution's concern for establishing sections for graduate studies." Al Fajr-el-Jadid, November 2, 1975, p. 1.

The Minister of Education, states this article, has expressed the concern of the Libyan revolution in establishing sections for graduate studies in various fields. This move will provide the specialists that Libya so urgently needs.

19. "This system should be abolished." Al Jihad, December 3, 1975, p. 4.

The article refers to the semester system applied in many departments of the Libyan universities. It is not, says the reporter, suitable for the subjects taught during the first year of university, for the following reasons:

1. The late commencement of the academic year.
2. The small percentage of students finishing the year successfully.
3. The time-consuming comprehension of the material, since it is taught in English.

The system should therefore, says the author, be replaced by a system in which subjects are taught for the entire academic year to first-year students.

At the same time, the semester system can be applied to the later years of university, since by then the students have mastered the terminology and their comprehension of the English language has improved.

20. "Studying the possibility of establishing an Arab University, or research centers for the Arab world." Al Fajr-el-Jadid, December 4, 1975, p. 2.

The union of Arab Universities in its last session, made many recommendations, the most significant of which were the following:

1. That the possibility be studied of establishing an Arab university, or research centers on the level of the Arab world.

2. That work be done on a publication called "Studies of Arab Society," which could serve as a reference for Arab universities.

3. That the quality of university education be improved, and that research centers be established to study this problem.

21. "The university of Tripoli has sent 345 students to study abroad." Al Jihad, December 8, 1975, p. 1.

The number of students sent abroad for post-graduate studies was 345 as of the first of March, 1975. Of these, 9 were to study sciences, 94 engineering, 128 education, 38 agriculture, 18 petroleum and metallurgical engineering, and 6 medicine. At present, 320 Libyan students are studying in the US, England, France, West Germany and Egypt. Of these, 298 are studying in the US and England alone.

22. "An agreement for educational and scientific cooperation between the department of education of the university of Tripoli, and Paris." Al-Fajr-el-Jadid, December 10, 1975, p. 8.

The University of Tripoli has, according to the article, confirmed an agreement for educational and scientific cooperation between that university's department of education, and the Sorbonne in Paris. The agreement includes an exchange of lecturers in various subjects, and an exchange of information and research results.

23. "Inauguration of a section for news studies at the school of arts of the university of Benghazi." Al-Fajr-el-Jadid, December 27, 1975, pp. 1 & 2.

The school of arts of the University of Benghazi has inaugurated a section for news studies. Seventy students have enrolled for the first year. Studies in this section are divided into three parts, one for journalism and publication, the second for radio and television, and the third for public relations and information.

Adult Education

24. "Today . . . Commencement of the training courses for adult women." Al Fajr-el-Jadid, October 11, 1975, p. 8.

Training courses for adult women are given on five levels. The participants have the opportunity to learn reading and writing, sewing and home economics. Each training center provides a nursery where children are taken care of while their mothers are studying. A large number of such training centers has been prepared for this year.

Special Education

25. "Training course in the field of statistics for employees of institutions of information and education." Al Fajr-el-Jadid, December 25, 1975, p. 2.

There are seventeen participants in the statistics training course reported on in this article. They come from various information and educational institutions. The course program covers methods of scientific training, delivery of lectures, the conducting of discussions, the preparation of scientific research and field visits.

The aim of the program is to provide participants with a scientific statistical basis with which they can cope with the times, and to broaden the information and experience needed by the participants in fulfilling their task.

Teacher training

26. "Teachers' Syndicate participates in the first conference for African teachers." Al Fajr-el-Jadid, November 26, 1975, p. 2.

The Libyan Teachers' Syndicate is to participate in the first conference for African teachers, to be held on December 3 in Cairo, attended by forty-two African teachers' syndicates.

The conference is to discuss cooperation among these syndicates, training and preparation of African teachers, and the means for improving their capabilities.

27. "Establishment of 23 teacher training schools." Al Fajr-el-Jadid, December 10, 1975, p. 8.

The Minister of Education has declared that the problems of teacher training schools should be studied, and that all obstacles hindering them should be removed, because of the effect such problems have on would-be teachers. He also stated that the Libyan educational policy stresses the quality of education. Thus good training of teachers is essential. For this purpose, the ministry has set up 23 teacher training schools which, if used properly, will suffice to meet the demand for qualified teachers.

Teaching methods and aids

28. "A new chemistry laboratory costing 16,853,504 dinars." Al Jihad, December 3, 1975, p. 4.

The Libyan government has agreed to allow the university of Tripoli to draw up a contract with a company which will build a chemistry laboratory costing over 16,000,000 dinars.

Agricultural Education

29. "Distribution of 96 graduates of the agricultural college over various projects for agricultural development." Al Fajr-el-Jadid, October 21, 1975, p. 2.

The agricultural college of Libya has accepted 150 new students, at the same time that it is graduating 96, who are to be assigned to various projects of agricultural development. The agricultural college consists of four main divisions aimed at improving husbandry, soil science and water resource development, and at giving students practical experience in the field.

The college also conducts research on agricultural matters and has already made certain significant discoveries.

30. Ferjani, Mohamed. "So that the agricultural college can move to the field." Al Fajr-el-Jadid, November 4, 1975, pp. 3 & 6.

This article gives a report on the agricultural college of Libya, and discusses its handicaps and the difficulties faced by students during their training.

The report has found lacks in the following areas:

1. Utilization of human and technical resources to provide a positive interaction between the college and farmers.
2. Training students in human relations, so that they may learn to communicate with farmers.
3. The use of the English language, which makes comprehension of the material much more difficult, and removes it far from the Libyan environment.
4. Book supply.
5. Providing of opportunities for practical training.

Religious Education

31. "Commencement of studies at the College for the Islamic Call in Tripoli." Al Jihad, December 3, 1975, p. 2.

Studies have started at the College for the Islamic Call in Tripoli. There are twenty first-year students and sixteen second-year students, of various nationalities, and a number of professors from the University of Tripoli will teach at the college.

MOROCCO

Philosophy and theory of education

32. "La formation et l'éducation de l'enfant: sujet d'une conférence organisée par l'Association pour la protection de la famille"
(The training and education of the child: subject of a conference debate organized by the Association for the Protection of the Family). L'Opinion, October 4, 1975, p. 1.

The family, says the article, is the working basis of the nation. Thus within the framework of the activities it has been carrying out since its creation, this young association organized a conference-debate on the role of the family and of the school in the education of the child. Various professors took the podium to speak on different aspects of the subject, and the conference was well attended.

Educational organization

33. Al Anba, October 20, 1975, p. 4.

During the month of October, the Moroccan Minister of Primary and Secondary Education inaugurated 1,926 new classrooms constructed to meet the needs of the growing number of new students enrolled during the school year.

Because of a delay in the building of this equipment, groups of students have temporarily been transferred to other schools until the new buildings are ready.

It is at Casablanca that the greatest number of new classes has been built, in the form of either new buildings or additions to old ones.

Educational Organization - Primary Education

34. "Nearly one and one-half million pupils in public primary schools." El Anba, October 3, 1975, p. 5.

The ministry of education this month received 1,926 new classrooms, in addition to 2,306 classrooms left empty by the passage of students into higher classes. All these classes will receive the new students, who number 230,000. The total number of primary school pupils is now 1,431,500, as against 1,363,873 during the preceding year.

The growth in the number of students in the primary schools is essentially a result of population growth, of a drop in the number of students repeating years, of a drop in failures, which fell from 22% in 1972-73 to 19% in 73-74, not counting the increasing number of annual successes.

Educational Organization - Secondary Education

35. "28 new lycees to receive 34,479 students during the present school year." El Anba, October 4, 1975, p. 4.

There are now 1,537 classes, of which 1,302 are for the first cycle and 235 for the second. The nation-wide number of secondary schools is now 364 lycees, as against 336 last year. All the schools together will house 11,366 classes, attended by 474,230 secondary school students, as opposed to 415,751 during the preceding year, or an increase of 58,479, since 4,000 students are enrolling in free (i.e. non public) secondary education.

36. "28% rate of success in the baccalaureate during the first session which has just ended." El Anba, October 4, 1975, p. 4.

The proportion of students passing the baccalaureate examination during the session which just ended is 28%, or 9,242 students out of 32,278 enrolled.

The official candidates numbered 26,218, 8,574 of whom passed the examination, as opposed to 668 who passed among the 6,060 "free" candidates.

Successful letters candidates: 4,424.

Successful sciences, technology and technical candidates: 4,818.

Percentage of successes in the 1st year of secondary school: 86%;
" " " 2nd " " : 83%;
" " " 3rd " " : 78%;
" " " 4th " " : 53%;
" " " 5th " " : 71%;
" " " 6th " " : 83%;

Educational Organization - Vocational Education

37. "Programme de perfectionnement professionnel assuré pour l'Office de la formation professionnelle et de la promotion du travail, 4e trimestre 1975" (Program of further vocational training ensured for the Bureau of Professional Training and the Promotion of Work, 4th quarter 1975). L'Opinion, October 5, 1975, p. 6.

The training periods for technical improvement held by the Bureau for workers in industrial concerns continued during the fourth quarter of 1975 with the initiation of courses in the following subjects: diesel, injection, gasoline motors, maintenance mechanisms, turning, milling, soldering, tracing, and electricity.

38. "Closing of the hotel training period for two sections of obligatory military incorporation." El Anba, October 16, 1975, p. 4.

Mr. Zamouri, Moroccan Minister of Housing, Tourism and the Environment, presided over a ceremony closing the hotel trade professional training period organized by the tourism authorities and the royal armed forces for over one hundred young men carrying out their military service.

39. "Professional training in handicrafts." El Anba, December 17, 1975, p. 7.

The training of skilled handicrafts workers has, during preceding plans and during the present five-year plan, been one of the conditions set for general economic development, since the shortage of qualified technicians is a consistent hindrance to the expansion and the success of new projects, and to an increase in yields. As a consequence, three national institutes have been created during the eight years covered by the first two plans, the National Leather and Textile Institute in Fez, the Institute for the Training of Tannery Apprentices in Beni Mellel, which is also used as a research center for the leather trade in general, and the National Institute of Semi-Precious Stone Cutting in Fez.

Educational Organization - Higher Education

40. Al-Kettani, Hamza. "L'école Mohammedia d'ingénieurs" (The Mohammedia engineering school). Perspectives. Techniciens pour le développement, UNESCO, pp. 271-279. Second quarter 1976.

The decision to create this school was made by the Moroccan government in 1958, two years after the country attained independence. Its purpose was to ensure training for workers in the large sectors of public works, mines, electricity and mechanics. Several fields of specialization are offered in the school; 1st and 2nd years: general and technical instruction, mathematics and computer processing, physics, chemistry, workshop and technical initiation. Third year: mineral, civil, electrical and mechanical engineering; 4th and 5th years: more detailed specialization in the larger topics covered in the third year. Starting in the fourth year, the future engineers undergo a training period organized with the cooperation of several countries — France, Belgium, Canada, Rumania, etc. — periods which provide maximum profit for the students and which give them an opportunity to confront the national situation. The effectiveness of the school can be judged from that of the engineers put "on the market." Since its constitution, the school has received a consistently increasing number of enrollments.

41. "Creation of a body of teacher-researchers heading study groups with a view to raising the level of the instruction, promoting the development of knowledge, and participating in the country's development." El Anba, November 13, 1975, p. 4.

The last Official Gazette, says the article, published a decree organizing a special status for the body of teacher-researchers in establishments of upper-level staff training. The decree, number 2.75.670 of October 17, 1975, creates a body of full-time researchers in higher-level staff training establishments who are not authorized to perform any function outside their establishments with the exception of cooperation missions, or in some cases teaching.

42. "Communiqué de l'UGEM: Bacheliers non inscrits à la Faculté, ceci vous intéresse" (Communiqué of the General Union of Moroccan Students: Baccalaureate-holders not enrolled in university, this concerns you). L'Opinion, November 21, 1975, p. 2.

Through this article, the Moroccan students' union informs Moroccan students who may not have found a way to enroll in university, that the union is undertaking to help them before it is too late.

43. "New definition of the scope of the institutes and higher schools." El Anba, November 23, 1975, p. 2.

Abdellatif Ben Abdeljelil, Minister of Higher Education laid the first stone at the Institute of Studies and Research on Arabization, as well as that of the Higher Institute of Scientific Research.

The moment at which the universities have acquired the legal status permitting the teaching body to become better aware of the national situation, he said, is an appropriate one for once again defining the scope of the Institute of Studies and Research on Arabization, the Higher Normal School, the National Pedagogical Institute and the Higher Institute for Scientific Research.

44. "Un centre universitaire de la recherche scientifique et un centre d'arabisation seront édifiés à Rabat" (A university center for scientific research and a center for Arabization are to be built in Rabat). L'Opinion, November 23, 1975, p. 1.

Abdellatif Ben Abdeljelil, Minister of Higher Education, presided over the laying the first stone of a complex which will include the university center for scientific research and the Arabization center.

The complex, covering an area of 2.3 hectares, will include the buildings for the two centers (105 offices), a library, a restaurant, an amphitheater and conference rooms. Construction is to be completed in December 1977.

45. "Les sportives de demain... Les problèmes d'aujourd'hui" (Tomorrow's athletes . . . today's problems). L'Opinion, November 23, 1975, p. 9.

On the 20th anniversary of the country's independence, the authorities of university sports organized a competition which was highly successful. A photograph accompanying this article shows the young girls of Rabat opposite those of Casablanca during a basketball match. Unfortunately, this discipline is facing great problems, while the ministry of youth and sports remains powerless. Who, concludes the article, will save the situation?

Adult Education

46. "Stage de perfectionnement par l'O.F.P.P.T." (Further training periods by the Office of Professional training and Work Promotion). L'Opinion, November 20, 1975, p. 3.

The further training periods ensured by this bureau for workers in industrial and commercial firms are continuing during the fourth quarter of 1975, through the initiation of the following programs:

A) Further technical training for office workers:
   1. Practical classification and office organization;
   2. Accounting;
   3. Filing practices: the support of data processing within the firm.

These three training programs are to be held at the National Institute of Cadres in accounting and secretarial work, in Casablanca.

B) Functional training:

A second cycle of 4 seminars is being organized by the bureau for industrial and commercial foremen.

These seminars bear on the following themes:

- Communications problems;
- Authority among the leaders;
- The psychology of the man at work.

Special Education

47. "Recommendations of the first congress on ceramics." El Anba, December 22, 1975, p. 2.

The First National Congress on Ceramics and Pottery closed its work and expressed a series of recommendations concerning the creation of specialized schools for these two arts, for specialized teachers capable of giving theoretical courses to parallel the practical courses already being given in the existing schools.

Teaching Methods and Aids

48. "Semantics lexicon." El Anba, November 20, 1975, p. 3.

This article reports on a collection of semantics lexica grouping 27 illustrated lexica.

The Lexicon, which the Arab world needs, has been prepared essentially in the French-Arabic and Arabic-English translations. It is presented in the form of a simple structure divided into volumes classified according to independent subjects.

Religious Education

49. "Religious education: His Royal Highness presides over a conference of religious study." El Anba, October 1, 1975, p. 1.

King Hassen II presided over a religious conference in the royal palace of Rabat, the tenth in a series of conferences given during the month of Ramadhan. The conference referred to in the article was given by professor Mohammed Moubarek, professor and counsellor at the King Abdelaziz University in Djedda. The next conference is to be given by Professor Karim Rajah, on the subject of the holy war in Islam, its motivations, aims and rules, on the basis of the Divine Word: "Allah defends the believers, Allah does not love arrogant tyrants."

50. "Open university." El Anba, October 5, 1975, p. 1.

This article summarizes the series of religious conferences given during the sacred month of Ramadhan. The conferences, given by eminent scholars from the western and eastern worlds, treated Islamic matters, and the Moroccan public was able to follow them through the mass media.

As every Ramadhan, Morocco is, thanks to these conferences, transformed into an open university, dispensing to every Muslim an Islamic culture which reconciles tradition with modernism and dissipates the clouds of a dried-out materialism.

Special Problems

51. El Anba, October 4, 1975, p. 4.

This newspaper item gives the rates of repeating and abandonment of school in the secondary schools of Morocco.

The percentage of students repeating the fourth year of secondary school is 33%; that of the fifth year, 44%; for the sixth year, 9%.

The percentages of abandonment are 14% for the fourth year, 15% for the fifth, and 9% for the sixth.

52. M.L. Loutfi. "La part de responsabilité du milieu familial dans l'échec scolaire" (The part of responsibility played by the family environment in school failure). L'Opinion, November 19, 1973, p. 1.

The burden of school failures is becoming heavier and heavier each year. Who, says the author, pays the cost of this? The answer is the country's youth.
In other words, a growing part of the upcoming generations is finding itself unrecoverable at the level of national social productivity, or at least not very apt to be productive in satisfactory proportions.

Interrogating himself as to the causes for this situation, the author says that the source of the ill is to be found in the history of the pedagogical system and methods.
In recent years, there has been a very distinct lapse in parental authority, and also in the authority of teachers over students. The first have the mission of raising, the second of instructing and educating, and both of preparing the students for life, in the aim of making of them social beings in the best sense of the term.

TUNISIA

Philisophy and Theory of Education

33. Mohsni, A. "La rentabilité de l'enseignement" (Profitability of education). L'Action, October 2, 1975, p. 1.

In this article the author discusses the necessity of making education "profitable." More than one million children and young people have just begun a new school year. Education is not an end in itself, but a means toward the promotion of the individual. Tunisia has succeeded in making education democratic (i.e. universal), but considering the efforts that have been made, it is normal that a certain profitability should be required. Thus it is necessary to reflect on the means of making this education profitable. The party has undertaken a dialogue with the university professors and students, while awaiting the preparation of the next plan, which will make it possible to broaden the debate.

34. Mourad. "Rentrée par quelle porte? Réforme: quel enseignement et pourquoi?" (Reentry (the word used in French to indicate the beginning of a new school year) by what door? Reform: what education and why?). La Presse, October 2, 1975, p. 2 (2 col.), October 3, 1975, p. 2.

The author says that the overall reform must be distinguished from the individual reforms.

According to the prime minister, the educational reforms in Tunisia are aimed at attaining a better productivity of the instruction (consolidation of the educational policy by development of the scientific and technical aspects), an improvement of school and administrative work through better organization, and an adaptation of the school to the environment.

The baccalaureate must not simply be the end of the secondary education. Certain reforms have been made (elimination of the September baccalaureate session, of the oral examination, introduction of optional subjects, fusion of the mathematics and physical sciences sections).

With respect to school vacations, there has been a redistribution, i.e. a better adaptation to the needs of the students and of the teaching staff.

The second part of the article treats the details of the beginning of this school year.

55. Agili, Ezzeddine. "L'Enseignement de la philosophie vu à travers une expérience" (Philosophy teaching seen through an experiment). Dialogue, no. 63, November 17, 1975, pp. 8, 10.

Ever since the Ministry of Education announced the project for the reform of philosophy, there have been many discussions, and certain people have exposed their viewpoints through the Tunisian press. The language of instruction has been considered as the central problem, but there are many others. The teaching of this subject is marked by gaps and awkwardnesses from the methodical and didactic standpoints.

The change of language in long education could cause difficulties of expression and reflexion. There is a lack of pedagogical assistance and of human rapports. Holding only one examination a year is ill-advised, as it comes to be felt as an insurmountable obstacle, and does not make it possible to follow the student's effort. The concept of the aims of philosophy education is not at all clear, says the author. It would be better to replace the ideal of success with that of understanding.

Educational Organization

56. "Séminaire d'orientation et d'information scolaire et universitaire. 'Faut-il réformer l'Organisation en matière d'éducation?'" (Seminar of school and university orientation and information. "Is it necessary to reform the organization of education?"). Tunis Hebdo, April 21, 1975, p. 3 (1/2 col.).

Mr. Driss Guiga opened this seminar with a speech in which he discussed the means of information in the school establishments and the large number of drop-outs due to a bad orientation. The problem of trained staff must be solved, taking into consideration the technical and scientific developments. The principals of the secondary establishments are responsible for orientation and information. Various questions were then raised by those attending. One session of the seminar was devoted to the content of the school and university information and its role in orientation, as well as to the publication and coordination of such information.

57. "En marge de la rentrée scolaire: les écoles privées, un défi à relever" (Note on the new school year: private schools, a challenge to be reckoned with). L'Action, October 3, 1975, p. 5 (½ p.).

With respect to Tunisian private schools, *everything possible should be done to ensure that the school year progresses normally, and in addition, these schools should try to polish their somewhat tarnished prestige. This has been the aim of a campaign launched two years ago by the Private Education Organization in Tunisia. The campaign has borne fruit, considering the results recorded in the private schools. For those who have failed out of the public school system, they are a last chance.

58. "La rentrée scolaire 75: une rentrée pas comme les autres" (The beginning of the 75 school year: a new year unlike any other). Dialogues, no. 57, October 6, 1975, pp. 22, 25.

There has been a considerable reform of secondary education this school year. The parents are feeling particularly acutely the coincidence of the beginning of the school year with the end of the month of Ramadhan and the attendant holiday, and their difficulty arises from a disequilibrium between what they need and their real, material capabilities. Clothes, school supplies and books tax both parents and students.

Innovations in substance (the baccalaureate, vacations) have been made in the educational system, and mark the government's desire to adapt to the particular characteristics of country.

The third part of this article concerns social assistance to students, an aid which is modest but nonetheless effective.

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* Trans. Note. It should be noted that private education in Tunisia is not usually an education of prestige, but rather a solution for those who cannot continue in the public school system, either because they have failed or because they are beyond the permitted age for the class they should to enter.

59. "Une image de marque pour la Belgique?" (An image of quality for Belgium?). Jeune Afrique, no. 770, October 10, 1975, p. 23.

A visit to Tunisia by the head of Belgian diplomacy provided the occasion for a clarification of technical and cultural cooperation between the two countries. This cooperation involves primarily the sectors to which Tunisia gives priority, among others vocational training and education. In the field of vocational training, four centers have been created (mechanics, soldering, plumbing and heating, textiles); a college for the training of qualified workers, professors of technical education and further training is to be created, as well as a center for the training of teachers of the blind and a school for para-medical personnel.

60. "Installation du commissaire régional de l'éducation nationale des gouvernorats de Sfax et du Sud. M. Guiga: les nouvelles réformes accroissent l'efficacité de notre système éducatif" (Installation of the régional commissioner of national education for the Sfax and Sud governorates. Mr. Guiga: the new reforms are increasing the effectiveness of our educational system). L'Action, October 29, 1975.

In the speech reported on here, Mr. Guiga analyzed the aims of the policy of decentralization, of the services of his department and the characteristics of the new school year at the level of the secondary schools, as well as the reforms to be introduced there during the present five-year plan (Arabization, reinforcement of scientific instruction).

61. "Dans une interview a Radio-Sfax. M. Guiga: tous les bacheliers seront admis à l'université" (In an interview with Radio-Sfax. Mr. Guiga: All baccalaureate-holders will be admitted to the university). La Presse, October 30, 1975, p. 8.

In his interview, the minister of education recalled that within the framework of the policy of decentralization, faculties and higher schools have been created in Gabes, Monastir and Sfax. Referring to the government's political choice with respect to education, he emphasized that the law of 1967 concerning higher education is no longer compatible with the country's present development. There must be a correspondence between the number of baccalaureate-holders, the numerical capacity of higher education institutes, and job opportunities. For the secondary schools, he indicated the percentages of students oriented toward the different sections — general professional, scientific, technical and literary.

Concerning rumors that there was an insufficiency of places at the university, he said it was rather a question of balance among the different sectors, as some are overloaded while others are almost empty.

62. "Commission mixte tuniso-française. Adoption d'un grand nombre de projets de coopération technique et culturelle" (Mixed Tunisian-French commission. Adoption of a large number of projects of technical and cultural cooperation).
La Presse, October 30, 1975, p. 4.

France, reports the article, is to contribute to the equipping of a certain number of training institutes. As far as teaching staff is concerned, the continuous replacement of foreign by Tunisian teachers is progressing normally. A certain number of training periods are planned. Scholarships are to be granted in France to Tunisian students, and a youth and sports exchange program is planned.

63. Sakly, Mondher. "Quels sont les besoins en personnel de de l'Education Nationale ?" (What are the education ministry's personnel needs). La Presse, November 16 1975, p. 2 (¾ col.).

Within the framework of a seminar on personnel managements, the director of coordination of the Ministry of Education presented a method of approach to determining the personnel needs of that ministry.

The needs are a function of the number of students. For secondary education, the calculation of the requirements depends on the number of students, the number of classes, and the schedule required for these classes. Another method applies to higher education, involving the number of baccalaureate candidates per option, the rate of orientation to each establishment, and the rate of orientation to broad disciplines within the establishments.

64. "Rapport sur le budget du Ministère de l'Education Nationale" (Report on the budget of the Ministry of Education).
La Presse, December 23, 1975, p. 4 (½p.).

The National Assembly was at this time pursuing their budgetary debates, and the article reports on the report presented concerning the budget of the Ministry of Education.

The functioning budget will reach 86,600,000 dinars, or an increase of 17.6% (increase in indices, salaries, and the bonus for performance). The equipment budget includes engaged loans (15,858,000 dinars) and payment loans (3,400,000 dinars).

Various questions raised bore on the replacement of all foreign teachers by Tunisian staff, on the universalization of primary school enrollment and the improvement of its quality, on the plan for integration of school failures, on orientation toward the scientific and technical sections, on the reform of the structures of higher education and on its decentralization.

65. "Adoption du budget du Ministère de l'Education Nationale" (Adoption of the budget of the Ministry of Education). L'Action, December 25, 1975, p. 6 (½ p.).

This article, like the last, summarizes the report given before the National Assembly concerning the ministry's budget. After the report had been read, the deputies took the floor to raise questions concerning, among other things, scientific councils, pedagogical orientation, technical school diplomas, and the Arabization of the Faculty of Law.

66. "Adoption du budget du Ministère de l'Education Nationale" (Adoption of the budget of the Ministry of Education). L'Action, December 27, 1975, p. 5.

In replying to the discussion of the deputies concerning the budget for the year 1976, Driss Guiga, Minister of Education, replied that the year would be marked by the preparation of the nex educational plan and by a determination of fundamental orientations. The policy and the orientations are defined in the documents of the Party Congress and the development plans. The minister then replied in detail to questions. In primary education, the main question concerned rural schools. The minister also referred to the pedagogical level, to remedial classes, and to students who fail. He then spoke of secondary education (the training of staff for technical instruction, grants...). With respect to higher education, the enormous sacrifices that have been made are making it possible for this education to prove profitable and to put itself at the service of national development.

Educational Organization - Primary Education

67. "M. Zghal: Des réformes seront apportées dans les prérogatives du directeur de l'enseignement primaire" (Mr. Zghal: Reforms are to be made in the prerogatives of the primary school principals). La Presse, October 25, 1973, p. 4 (1 col.).

The article reports on a speech given by the State Secretary under the Minister of Education, in which he indicated that the visit he was making entered into the framework of the decentralization of education. He said that the Ministry of Education was planning on making the direction of primary schools an itinerant function. Among the problems of primary education, one of the most important is the scattering of dwellings in rural zones. The secretary spoke of the problem of transfer of teachers, directors and inspectors.
He exhorted the teachers to concern themselves with the framework in which the children live outside their hours of class, and emphasized the importance of contacts between primary and secondary school teachers.

68. B'chir, A. "Quel avenir pour les défaillants du primaire ? La capacité de récupération de la formation professionnelle reste insuffisante" (What future for primary school failures ? The capacity of vocational training to pick them up remains inadequate). La Presse, October 31, 1973, p. 2 (1/3 p.).

Of the number of students enrolled in the primary schools, 50% finish this cycle, 20% proceed to secondary education, and 10% arrive at the final years of secondary education. Thus 90% of the students abandon their studies during the course of primary and secondary school. This mass of failures is alarming. What becomes of them? Are paths of orientation provided, asks the author. A certain number of points should be considered. Various experiments have been carried out (agricultural and technical post-primary instruction, initiation to manual work in general instruction). The capacity for vocational training to pick up these cases is inadequate.

The article ends with two interviews on the subject of failures, one with a civil servant, the father of a family, and another with a teacher.

69. "Ouverture du séminaire des jeunes instituteurs. M. Driss Guiga: une réforme de l'enseignement primaire est envisagée" (Opening of the seminar of young teachers. Mr. Driss Guiga: A reform of primary education is envisaged). La Presse, December 27, 1975, p. 4 (2 col.).

The minister spoke of the aims of the party and of the government with respect to teaching staff. He referred to the debates at the National Assembly, and explained that the main problem resides in the disparity between the urban zones and the underprivileged regions (school enrollment rate of 55%), a situation which is due to the scattering of the population in these regions, and to the unwillingness of teachers to teach there. He spoke of school building and the construction of teachers' residences, and of the importance of visits by pedagogical inspectors and counsellors. He then spoke of the prospects for primary education, and of the necessity of adapting it to the country's economic and social life.

Educational Organization - Secondary Education

70. Chenoufi, Ali. "Note sur le collège Sadiki (1875-1975 ("Note on the Sadiki secondary school (1875-1975)). Les Cahiers de Tunisie, vol. XXIII, no. 91-92, 3rd-4th quarter 1975.

The centenary of the Sadiki secondary school provides an occasion for looking into several interesting documents. Certain aspects have been studied individually. In this article, the author limits himself to the period of the Beys, and to that of the protectorate. He then presents a table of the origins of the school and of the number of diplomas granted from 1911, the year of the first commencement, through 1950.

Educational Organization - Vocational Education

71. Bouzid, Lotfi. "L'école professionnelle: les affaires d'abord" (Vocational schools: business first). La Presse, October 3, 1975, p. 2; Oct. 9, 1975, p. 2; Oct. 10, 1975, p. 2.

This enquiry concerns private vocational education. There are, says the author, certain common points between private secondary schools and private vocational schools.

The private vocational schools enable the students to be directly productive. The school period is short, but the studies are expensive. The establishments are concentrated in Tunis. The principals are usually former high school teachers. The schools fall under either the Ministry of Education (35), or the Bureau of Tunisian Workers Abroad, of Employment and of Vocational Training (20).

The environment is not particularly favorable, says the author. The teaching is governed by the law of November 4, 1958, the fifth chapter of which gives the regulations covering private education. Two chapters study the conditions for the opening and functioning of private schools.

Finally, says Mr. Bouzid, the educational policy must be re-thought, and consideration must be given to both public and private education.

Educational Organization - Higher Education

72. "Séminaire: Une première en matière d'information scolaire et universitaire. Mr. Bachir Knani: Sensibiliser les chefs d'établissements est une condition sine qua non" (Seminar: A first in school and university information. Mr. Bechir Knani: sensitizing school heads is a sine qua non). Tunis Hebdo, April 14, 1975, p. 6 (1. p.).

This year, the seminar of school and university information met not for the students, as is usually the case (lack of effectiveness), but for the principals of secondary schools. The seminar was held within the framework of the preparations for organizing the new university year under the best possible conditions. It aims at putting into contact with one another the authorities of the ministry of education, particularly the national bureau of university affairs, and the heads of higher and secondary establishments, to exchange viewpoints and discuss means of information to be put into operation for future baccalaureate-holders. The article recalls the responsibilities of the bureau, and gives statistical data concerning the grants made in 1974-75.

73. "Réunion consacrée à la réforme de l'université. M. Nouira: donner à la jeunesse une fonction objective en harmonie avec les données de la société" (Meeting devoted to university reform. Mr. Nouira: giving youth an objective training which harmonizes with the society). L'Action, October 1, 1975.

Hédi Nouira, Prime Minister, presided over a meeting with the Destour students devoted to discussing the project for the reform of higher education. Discussion concerned the "democratization" of the schools and the process of selection, which is he said, a normal and natural operation. Mr. Nouira discussed certain aspects of the educational situation. A reform of structures is necessary, he said, because it concerns the step which will help toward an authentic training of minds. Young people must be given an objective education, and they should participate in national action.

74. "Dialogue sur l'université. Loi-cadre de l'enseignement supérieur et de la recherche scientifique" (Dialogue on the university. The law concerning higher education and scientific research). La Presse, October 5, 1975, p. 4.

A pre-project of reform of certain university structures was announced and then discussed with the professors and the students. Various remarks are, says the article, to be published in "La Presse" concerning this pre-project of reform, but first is given the outline. The pre-project treats the mission of higher education, its purpose and objectives, as well as the means of access to it and the system of studies. The article also gives the general rules governing the organization of higher education and scientific research.

75. "Précisions sur le nouveau projet de loi-cadre de l'enseignement supérieur" (Details concerning the new project for a bill for higher education). Dialogue, no. 57, October 6, 1975, pp. 20-21.

On October 9, says the author, this bill is to be discussed by the Council of Ministers. Preliminary to this, it was submitted to the reflection of the teachers and the students, and some of these have expressed certain reticences. The most basic reforms have been made in the planning of school vacations, and in the priority given to the exact sciences and to technology. Mr. Guiga has felt the necessity of explaining these reforms and the necessity for them.

It is less, he says, a question of suppressing the autonomy of the university, than of granting greater autonomy to each individual establishment. Higher education can no longer be seen as an end in itself; it must be conceived as a will to provide a correlation between university education and the requirements of national development.

76. "Dialogue sur l'université: Le point de vue de l'UGETT" (Dialogue on the university: The viewpoint of the General Union of Tunisian Students). La Presse, October 10, 1975, p. 3.

A meeting of the executive bureau of the students' union with the Minister of Education was devoted to a debate on the project for the reform of higher education. The union has drawn up a counter-project presenting the necessary elements of the position of the students and treating the mission of higher education, the organization of higher education and of scientific research, and also that of the institutions and their administration, the system of studies, access to higher education, and discipline in these establishments.

77. "Vers la mort lente de l'enseignement de la philosophie? (Toward the slow death of philosophy teaching?). La Presse, October 11, 1975, p. 3 (1 col.).

Within the framework of the feature "Dialogue on the university," professors of philosophy expose here a certain number of remarks following changes planned for the philosophy program.

These professors regret the rapidity of the decision made to carry out this reform, which was decided upon without their help, and which provides for the exclusive use of Arabic despite a lack of the indispensable work instruments. They emphasize the importance of philosophy in secondary education for the students' training, and end by advancing certain concrete proposals.

78. "Dialogue sur l'université. M. Belgacem Baccar: il faut avoir la politique de ses moyens" (Dialogue on the university. Mr. Belgacem Baccar: we must have the policy of our means). La Presse, October 13, 1975, p. 3 (2 col.).

Belgacem Baccar, professor at the Faculty of Sciences of Tunis and responsible for the direction of the National Engineering School of Gabes, expresses here agreement with

the project presented for university reform, and formulates certain concrete proposals concerning the mission of the university, the methods of admission, the decentralization of higher education, administration, management, grants, research, and the administration of the staff.

The reproaches he expresses concern points of detail, and he thinks that a clear educational policy is required, planned with the financial and material means at the sector's disposal.

79. "Dialogue sur l'université" (Dialogue on the university). La Presse, October 19, 1975, p. 7.

This article is a reply to the preceding article by Mr. Baccar. A. Ibrahim makes certain remarks concerning the interview on the subject of planning, orientation and selection, as well as on management and financing.

80. "Dialogue sur l'université. M. Karray, philosophe tunisien: 'Il me semble nécessaire de réformer la réforme'" (Dialogue on the university. Mr. Karray, Tunisian philosopher: "It seems necessary to me to reform the reform").
La Presse, October 17, 1975, p. 3 (½ p.).

This article exposes the viewpoint of Mr. Karray, a member of the commission responsible for the reform of philosophy teaching. He presents a picture of philosophy teaching before the reform, indicates the reasons behind this reform, and describes the way in which the reform is conceived. He speaks of the question of indoctrination by philosophy; and considers that since the reform was carried out hastily, it should, in turn, itself be reformed.

81. "Dialogue sur l'université. Le problème des débouchés" (Dialogue on the university. The problem of opportunities). La Presse, October 18, 1975,

In the framework of the inquiry made by La Presse concerning the reform of higher education, a student discusses the problem of job opportunities following university.

The employment market, he says, is a tight one, because of the hiring, just after independence, of staff with no particular training, because of the ageing of the responsible administrators, and because of the number of young people attending school.

Planning is one solution, but it is only a long-term one, and other, more rapid solutions are, he says, called for.

82. "A la suite des rumeurs relatives aux inscriptions dans l'enseignement supérieur, M. Driss Guiga nous déclare 6500 places sont offertes aux 6240 nouveaux bachelics" (Following rumors concerning enrollments in higher education, Mr. Driss Guiga declares that 6500 places are offered to the 6240 new baccalaureate-holders). L'Action, October 19, 1975, pp. 1 & 4.

The minister provided this journalist with certain clarifications concerning the beginning of the new university year, on the subject of the shortage of places in the faculties and establishments of higher education, and concerning the necessity of orientation and the attraction of the faculty of medicine.

83. "La décentralisation universitaire" (University decentralization). Dialogue, no. 39, October 20, 1975, pp. 26-29.

University decentralization is in full swing, says the author. In Gabes, Sfax, Monastir and Sousse, everything — buildings, staff — is ready or almost ready. There has been a desire to set up a sense of community between the faculties and schools, on the one hand, and the corresponding sectors of the social life on the other. The ministry wishes to pursue this action of decentralization, in connection with the regional economic possibilities. Bizerte, Nabeul and Gafsa have been spoken of as possible sites Alya Chaouachi gives a report on the engineering school of Gabes, and on the faculty of medicine of Sfax.

84. "Dialogue sur l'université. La position du syndicat des maîtres de conférences et professeurs de l'enseignement supérieur" (Dialogue on the university. The position of the syndicate of conference leaders and professors of higher education).
La Presse, October 23, 1975, p. 3.

The document published here by "La Presse" refers to the debate on the bill concerning higher education and scientific research, and reflects the position of the syndicate of conference leaders and professors in higher education. This report concerns admission to higher education institutions, the program of studies, the election of deans, and the organization of higher education.

85. "Dialogue sur l'université. A quand la bibliothéconomie, la documentation et l'archivistique à l'université" (Dialogue on the university. When will we have library science, documentation and archivism at the university). La Presse, October 30, 1975, p. 3 (1/2 p.).

The directing committee of the Tunisian Association of Documentalists, Librarians and Archivists (ATD), desirous of participating in the debate on the subject of reforms, approaches, through its president B. El Fami, the aspect of paths leading to a professional activity.
It discusses the training as it is conceived at present. If, says the committee, there were a healthy tradition of recruitment of professionals, a broadening of laws, and suitable material advantages, this underestimated profession could return to occupy a respected social position.

86. "Au cours d'un dîner-débat organisé par l'AJJ. M. Guiga: la réforme de l'enseignement supérieur s'impose" (During a dinner-debate organized by the Association of Tunisian Journalists. Mr. Guiga: a reform of higher education is necessary). La Presse, October 31, 1975, p. 6 (1/2 p.).

The education file is being subjected to consultation at all levels. Several reform projects are under study for secondary university and even primary education. On this subject, a dinner-debate was organized by the Tunisian journalists. Mr. Guiga analyzed the large choices and the bases of the country's educational policy, which, he says, must be revised so as to coincide with the new situations. The minister spoke of the innovations introduced into secondary and higher education. He recalled that primary education is a right for all, and that secondary education must orient itself toward the scientific and technical subjects. He then answered the journalists' questions, which concerned primarily the reform of secondary education, the baccalaureate, private schools, the problem of school failures, the reform of higher education, and the university grant system.

87. "Dialogue sur l'université. L'avant projet de la réforme: oui ... mais ..." (Dialogue on the university. The preproject for reform: yes ... but...). La Presse, October 31, 1975, p. 3 (3 col.).

The attempts at a reform of higher education are an admission of the existence of problems in education and of the necessity for radical modification of the educational structures and methods. For many Tunisians, reform evokes problems concerning educational policy, confronted with the country's economic and political situtation. Many questions can be formulated on this pre-project, but first certain questions arise concerning the baccalaureate and the decrease in the number of students passing this examination. Why not, says the author, judge students rather on the basis of their school record? The number of failures in higher education should also be limited, he says, something which could be done by limiting access to the university. In addition, a radical reform of the system of university examinations seems to be called for, especially when the baccalaureate examination is the sole condition for admission.

88. "Présidant une réunion avec les étudiants destouriens. M. Guiga: l'avant projet de réforme prévoit une sélection rationnelle" (Presiding over a meeting with the Destour students, Mr. Guiga: the pre-project for reform provides for a rational selection). La Presse, November 2, 1975, p. 5 (1 col.).

At the beginning of this meeting, several students brought up questions concerning university life and the reform of higher education.

Before treating the basic problems of the educational policy and of the reform, the Minister of Education gave a brief report on the problems encountered in higher education. He then discussed the question of grants and housing.

Next he approached the question of educational policy in Tunisia. The changes being made are called for by the rapid development of the sciences and by the problems caused by the universalization of education. Next Mr. Guiga spoke of the pre-project for reform. This project provides for a much more rational selection than is now being made.

The idea behind decentralization is to improve training and to favor the different regions of the country.

89. Ladjimi, Habib. "La rentrée des étudiants" (The beginning of the new school year). La Presse, November 6, 1975, p. 2 (4 col.); November 7, 1975, p. 2 (2 col.).

The first article of this series concerns the problem of student housing and restaurants.

The university residences are saturated. A better organization is called for, and new residences should be built, and in fact, the National Bureau of University Affairs is seeing into this matter.

The student restaurants are cheap, but the quality of the food is criticized by a large number of students.

The second article treats the increase in the number of students and the necessity of decentralization. The author also studies the fate of students who have exhausted the allowed number of inscriptions.

Many faculties and institutes accept baccalaureate-holders only competitively, after examination of their records. This competition falls within the framework of the effort made by the Ministry of Education to avoid producing unemployed workers later.

The president of the Tunisian students' union thinks that the orientation toward the choice of the record is illogical. The reform should be made first at the level of the secondary schools.

90. Mokni, Saida. "Rentrée universitaire: Des problèmes provisoires"(The new university year: temporary problems). Dialogue, no. 62, November 10, 1975, p. 22.

The school year has begun, and numerous problems, says the author, remain in suspense. The major problem is that of student housing. The students are complaining as well of the crowds in the university restaurants. A large number of the baccalaureate-holders from June and September have not yet enrolled. It is these who have failed to be admitted to the Faculty of Science by the competition upon presentation of their records. The ministry, the bureau of student affairs and the students' union all understand the students' impatience, but everything possible has been done to find rapid solutions, and it is thought that these difficulties will soon pass.

91. Galegh, Hédi. "Dialogue sur l'université. Bilan et perspectives. Le point des opinions exprimées par nos lecteurs"
(Dialogue on the university. Report and prospects. The opinions expressed by our readers). La Presse, November 12, 1975, p. 3 (7 p.).

This article is a summarization of reader response to the 15-article series published by "La Presse" concerning the university. Certain points have been especially emphasized: university decentralization, the baccalaureate, selection in admissions, orientation upon entry into higher education, job opportunities.

This pedagogical reflection should be pursued, and an overall reform of the entire educational system should be considered, with due consideration given to the fields of technical, vocational and manual instruction.

The author ends with remarks concerning the situation at the Faculty of Letters.

92. "M. Driss Guiga preside un séminaire organisé par les enseignants de la Faculté des Lettres" (Mr. Driss Guiga presides over a seminar organized by the teachers at the Faculty of Letters). La Presse, December 9, 1975, p. 4, (½ col.).

This seminar was organized to examine the possibility of creating a second faculty of letters outside the capital, and to discuss the reform of university education. On the latter subject, the Minister of Education has indicated that debate is still going on.

He recalled to those present that orientation had become a necessity, and that to avoid crowding, every faculty should develop its own system of regulations governing student enrollment. This measure should take into consideration only the marks obtained on the baccalaureate examination.

93. "Dossier: Université, sélection ou orientation" (File: The university, selection or orientation), Dialogue, no. 68, December 22, 1975, pp. 38-41.

Orientation-selection, selective orientation, or the opposite — the quarrel is a terminological one. The problem is not specific to Tunisia. The desire for making education profitable exists in all countries. In Tunisia, the government is tending to adapt education to the needs of the national economy, hence the necessity for a suitable orientation. The government is making great sacrifices, and it is only just that it demand some compensation. Thus it guarantees knowledge and employment. Attached to the objective situation of the country, the quarrel is no more than a battle of words. The new law adopted by the Council of Ministers and explained in this article calls for a flexibility of application. Interviews with students in the 7th year of secondary school and in the first year of university show this.

94. Slim, Mohamed El Hédi. "Le projet de réforme de l'enseignement supérieur. Mettre le système éducatif en harmonie avec notre développement économique" (The project for the reform of higher education. Putting the educational system in harmony with our economic development). L'Action, December 25, 1975, p. 2.

The change which Tunisian society is undergoing englobes the educational system. This system must be brought into harmony with the economic choices and with the policy of social and cultural development. A bill now being drawn up concerns the organization of higher education. Several questions are approached in this reform, which also provides a solution to the problem of school failures. A process of selection-orientation has been instituted, but can be put into practice only gradually. The reform proposes the creation of a National Council of Higher Education and of Scientific and Technical Research. The country's policy of industrialization leads to the creation of diversified technological institutes.

Special Education

95. Hamadi. "Enquête. Le miracle de la parole est désormais possible pour les enfants du silence" (Enquiry. The miracle of speech is now possible for the children of silence).
La Presse, November 13, 1975, p. 2 (1 p.).

The "Association tunisienne d'Aide aux Sourds-muets" (Tunisian Association for Aid to the Deaf and Dumb) (ATASM) was born in October 1969. It falls under the authority of the Ministry of Social Affairs and benefits from help given by various organisms, including the Ministry of Education, which among other things pays the teachers' salaries. Several centers have been created. There are three main cycles: speech cycle, primary education cycle, vocational training cycle. Age plays little part in the cycles -- only the child's degree of maturity is taken into consideration, although 12 is the cut-off age for primary school studies.

Several projects are planned on the association's calendar.

96. Alouane, Youssef. "Le centre de Formation des Assistants en Gestion (CEFAG) cinq ans après" (The center for the training of management assistance (CEFAG) five years later). Dialogue, no. 68, December 21, 1973, p. 11.

The CEFAG operation launched in October 1971 provided for a training reconciling theoretical instruction and in-business practice. After five years, the report is favorable.
The training provides a more concrete approach to the world of business. The students and the teachers, as well as the businesses, who were at first indifferent, have expressed increasing interest in this experiment. Of some hundred cadres trained in three graduating classes, none is without employment.

This type of establishment, meeting the businesses' needs and those of the economy in general, has a place alongside traditional teaching and fills the gap left by the lack of specialized training at the university.

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